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ABSTRACT

This document contains a 91-item checklist to aid social studies classroom teachers in elementary and secondary schools as they assess the social studies program in their schools. Although developed particularly for schools in Ohio, the checklist can be used by educators in other locations as well. The objective is to assist social studies teachers in improving their programs by calling their attention to specific aspects of programs which most often need improvement--i.e., program organization, extent of facilities, activities, and staffing patterns. The document is presented in two sections. Section one offers a check list appropriate for elementary school programs and section two offers the same checklist, but with a secondary focus. Each checklist is organized into the same seven major categories--philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. All items within these categories represent a criterion against which a school's program can be judged and are presented in the form of a statement. Educators filling out the check list are directed to read and carefully evaluate each statement to determine the extent to which the statement describes the school's program. Appropriate responses are circled according to whether the evaluator strongly agrees with the statement, agrees, is undecided, disagrees, or strongly disagrees. Instructions for summarizing scores and for identifying needed program improvements on the basis of the checklist conclude the document. (DB)

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A SELF-APPRAISAL CHECKLIST FOR SOCIAL STUDIES IN OHIO'S ELEMENTARY
AND SECONDARY SCHOOLS

Division of Elementary and Secondary Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

1980

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A Self-Appraisal Checklist for Social Studies in Ohio's Elementary Schools



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Social Studies

Introduction

The purpose of this self-appraisal checklist is to assist Ohio teachers and administrators in their endeavors to improve the elementary school program of social studies. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from a committee of Ohio educators brought together for this purpose.

The checklist is organized into seven major categories which represent essential aspects of an elementary social studies program. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in surveying and assessing the existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The *Self-Appraisal Checklist for Social Studies in Ohio's Elementary Schools* contains 91 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school social studies programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program. This extent is indicated by circling:

- 4 If the evaluator *strongly agrees* that the statement describes the program.
- 3 If the evaluator *agrees* that the statement describes the program.
- 2 If the evaluator is *undecided*.
- 1 If the evaluator *disagrees* that the statement describes the program.
- 0 If the evaluator *strongly disagrees* that the statement describes the program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement, and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based upon a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the elementary social studies program.

1. Philosophy

Possible score: 56 points

Self-appraisal score: ____ points

Circle appropriate response:

- 4 Strongly agree
- 3 Agree
- 2 Undecided
- 1 Disagree
- 0 Strongly disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. There exists and is available to all staff members a clear, written statement of the philosophy and principles upon which the social studies program is based. | 4 | 3 | 2 | 1 | 0 |
| 2. The social studies program incorporates academic and social skills necessary for the development of a positive self-concept, the fulfillment of civic responsibility, and the growth of social identity. | 4 | 3 | 2 | 1 | 0 |
| 3. The social studies program is regarded as an integral part of the elementary school program. | 4 | 3 | 2 | 1 | 0 |
| 4. The program demonstrates a genuine concern for each student as an individual. | 4 | 3 | 2 | 1 | 0 |
| 5. The program encourages each student to develop responsibility for his/her learning. | 4 | 3 | 2 | 1 | 0 |
| 6. The objectives of the social studies program include well-defined outcomes for each learning experience. | 4 | 3 | 2 | 1 | 0 |
| 7. The program enables children to examine the social processes in their everyday lives within the family, classroom, school, peer group, neighborhood, and community. | 4 | 3 | 2 | 1 | 0 |
| 8. Social studies education links the study of basic social problems to the development of citizenship skills. | 4 | 3 | 2 | 1 | 0 |
| 9. The characteristics (abilities, interests, and needs) of each pupil are considered when developing the scope and sequence of the program. | 4 | 3 | 2 | 1 | 0 |
| 10. The social studies program provides opportunities for each pupil to progress at a rate commensurate with his/her ability. | 4 | 3 | 2 | 1 | 0 |

- | | | | | | |
|--|---|---|---|---|---|
| 11. The planned learning experiences in the social studies program are based on principles of child growth and development. | 4 | 3 | 2 | 1 | 0 |
| 12. The social studies program offers opportunities for pupils to examine personal and social values. | 4 | 3 | 2 | 1 | 0 |
| 13. The program reflects and accommodates the diversity of American society. | 4 | 3 | 2 | 1 | 0 |
| 14. The written statement of philosophy and principles upon which the social studies program is based has input from both teachers and administrators. | 4 | 3 | 2 | 1 | 0 |

2. Organization and Administration

Possible score: 60 points

Circle appropriate response:

Self-appraisal score: ____ points

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. All students are exposed to social studies education and participate regularly in an instructional program. | 4 | 3 | 2 | 1 | 0 |
| 2. A graded course of study for elementary social studies exists and instructional activities are planned in a developmental progression based upon that course of study. | 4 | 3 | 2 | 1 | 0 |
| 3. A locally developed curriculum is in use. | 4 | 3 | 2 | 1 | 0 |
| 4. Lesson plans which include instructional objectives are readily available. | 4 | 3 | 2 | 1 | 0 |
| 5. Effective techniques have been developed to evaluate student progress. | 4 | 3 | 2 | 1 | 0 |
| 6. A system of evaluation is used to report pupil progress. | 4 | 3 | 2 | 1 | 0 |
| 7. The evaluation is consistent with the objectives of the program. | 4 | 3 | 2 | 1 | 0 |

- | | | | | | |
|--|---|---|---|---|---|
| 8. Social studies instruction is planned within the framework of district, course, and grade level objectives. | 4 | 3 | 2 | 1 | 0 |
| 9. The social studies program makes effective use of diagnostic and achievement testing. | 4 | 3 | 2 | 1 | 0 |
| 10. The social studies program relies upon effective instructional techniques as evidenced by: | | | | | |
| a. A variety of instructional techniques appropriate to instructional objectives. | 4 | 3 | 2 | 1 | 0 |
| b. The adjustment of instruction and materials to student needs, abilities, and learning styles. | 4 | 3 | 2 | 1 | 0 |
| c. A balance between teacher- and student-centered activities. | 4 | 3 | 2 | 1 | 0 |
| d. The provision of opportunities for creative work. | 4 | 3 | 2 | 1 | 0 |
| e. The encouragement of inquiry, problem-solving, and independent and critical thinking. | 4 | 3 | 2 | 1 | 0 |
| f. The relationship of instruction to out-of-school activities and current topics. | 4 | 3 | 2 | 1 | 0 |

3. Class Management and Instruction

Possible score: 64 points

Circle appropriate response:

Self-appraisal score: ____ points

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. Class sizes are kept to a minimum with no more than 30 students assigned to one teacher. | 4 | 3 | 2 | 1 | 0 |
| 2. Teacher load, including class instruction and extracurricular responsibilities, does not exceed 6½ clock hours per day. | 4 | 3 | 2 | 1 | 0 |
| 3. Students share in planning activities. | 4 | 3 | 2 | 1 | 0 |

4. Social studies teachers share responsibilities for developing skills in:

- | | | | | | |
|--|---|---|---|---|---|
| a. Reading. | 4 | 3 | 2 | 1 | 0 |
| b. Applying appropriate problem-solving and critical-thinking skills to social issues. | 4 | 3 | 2 | 1 | 0 |
| c. Interpreting maps and globes. | 4 | 3 | 2 | 1 | 0 |
| d. Understanding time and chronology. | 4 | 3 | 2 | 1 | 0 |
| e. Locating, organizing, and evaluating information. | 4 | 3 | 2 | 1 | 0 |
| f. Acquiring information through reading, listening, and observing. | 4 | 3 | 2 | 1 | 0 |
| g. Communicating orally and in writing. | 4 | 3 | 2 | 1 | 0 |
| h. Interpreting pictures, charts, graphs, and tables. | 4 | 3 | 2 | 1 | 0 |
| i. Working with others. | 4 | 3 | 2 | 1 | 0 |
- 5. The social studies program makes efficient use of resources including:**
- | | | | | | |
|---|---|---|---|---|---|
| a. Use of library staff, print, and audiovisual materials. | 4 | 3 | 2 | 1 | 0 |
| b. Use of community residents and resources when feasible. | 4 | 3 | 2 | 1 | 0 |
| c. Selection of field trips related to instructional objectives. | 4 | 3 | 2 | 1 | 0 |
| d. Consultation with resource personnel and referral of students with special interests or needs to them. | 4 | 3 | 2 | 1 | 0 |

4. Staff

Possible score: 36 points
Self-appraisal score: ____ points

Circle appropriate response:

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. Properly certificated teachers are available for social studies instruction. | 4 | 3 | 2 | 1 | 0 |
| 2. Someone serves as supervisor for curriculum design and articulation and for instructional program improvement. | 4 | 3 | 2 | 1 | 0 |
| 3. Teachers of social studies share ideas, materials, and methods through formal and informal meetings. | 4 | 3 | 2 | 1 | 0 |
| 4. The school or school system has a definite, well-organized inservice education program which includes improving the quality of instruction in social studies classes. | 4 | 3 | 2 | 1 | 0 |
| 5. There is periodic formal evaluation of teachers. | 4 | 3 | 2 | 1 | 0 |
| 6. Teachers follow a plan for personal and professional growth through: | | | | | |
| a. Reading. | 4 | 3 | 2 | 1 | 0 |
| b. Graduate work. | 4 | 3 | 2 | 1 | 0 |
| c. Workshops and conferences. | 4 | 3 | 2 | 1 | 0 |
| d. Professional social studies organizations. | 4 | 3 | 2 | 1 | 0 |

5. Curriculum

Possible score: 32 points

Self-appraisal score: ____ points

Circle appropriate response:

- 4 Strongly agree
- 3 Agree
- 2 Undecided
- 1 Disagree
- 0 Strongly disagree

1. There is a graded course of study prescribed by the board of education of the school district and approved by the State Board of Education which includes the study of geography, the history of the United States and of Ohio, and national, state, and local government in the United States. 4 3 2 1 0
2. The social studies program is reviewed annually and revised as necessary. 4 3 2 1 0
3. Students, administrators, faculty, and parents share in the development and evaluation of curriculum. 4 3 2 1 0
4. Periodic consideration is given to needed revision in the program and appropriate adjustments are made. 4 3 2 1 0
5. The course of study is formally revised at least every five years. 4 3 2 1 0
6. There is a definite sequential program from year to year, and progression is indicated within each year's program. 4 3 2 1 0
7. Social studies instruction is planned to include contributions of minorities and women. 4 3 2 1 0
8. Generalizations from the social sciences serve as a guideline for the social studies curriculum. 4 3 2 1 0

6. Facilities and Equipment

Possible score: 80 points

Self-appraisal score: ____ points

Circle appropriate response:

- 4 Strongly agree
- 3 Agree
- 2 Undecided
- 1 Disagree
- 0 Strongly disagree

1. The classrooms available for social studies instruction lend themselves to a variety of learning activities. 4 3 2 1 0
2. A media center exists and has materials available for social studies education. 4 3 2 1 0
3. Areas for small group interaction are provided. 4 3 2 1 0
4. Carrels or small rooms equipped for independent study are provided. 4 3 2 1 0
5. All teachers of social studies have copies of the graded courses of study and curriculum guide. 4 3 2 1 0
6. The social studies program utilizes basic texts and extensive supplemental references to appeal to different ability and interest levels and to permit study in depth. 4 3 2 1 0
7. The following instructional materials are readily available for use by teachers of social studies:
 - a. Current events materials. 4 3 2 1 0
 - b. Atlas. 4 3 2 1 0
 - c. Large globe. 4 3 2 1 0
 - d. Maps—world, area, outline. 4 3 2 1 0
 - e. Games with social studies content. 4 3 2 1 0
 - f. Study prints (flat pictures). 4 3 2 1 0
 - g. Filmstrips and projectors. 4 3 2 1 0
 - h. Films and projectors. 4 3 2 1 0
 - i. Transparencies, slides, visuals (including teacher-made), and appropriate projectors. 4 3 2 1 0
 - j. Shades and screens for projectors. 4 3 2 1 0

- | | | | | | |
|---|---|---|---|---|---|
| 8. Other instructional materials including case studies, documents, diaries, cartoons, charts, magazines, posters, and graphs are available and used in social studies instruction. | 4 | 3 | 2 | 1 | 0 |
| 9. Programmed learning materials are available and used when desirable. | 4 | 3 | 2 | 1 | 0 |
| 10. Television is available and used in social studies instruction. | 4 | 3 | 2 | 1 | 0 |
| 11. There is adequate provision for field trips and use of resource people. | 4 | 3 | 2 | 1 | 0 |

7. Evaluation

Possible score: 36 points

Self-appraisal score: ____ points

Circle appropriate response:

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

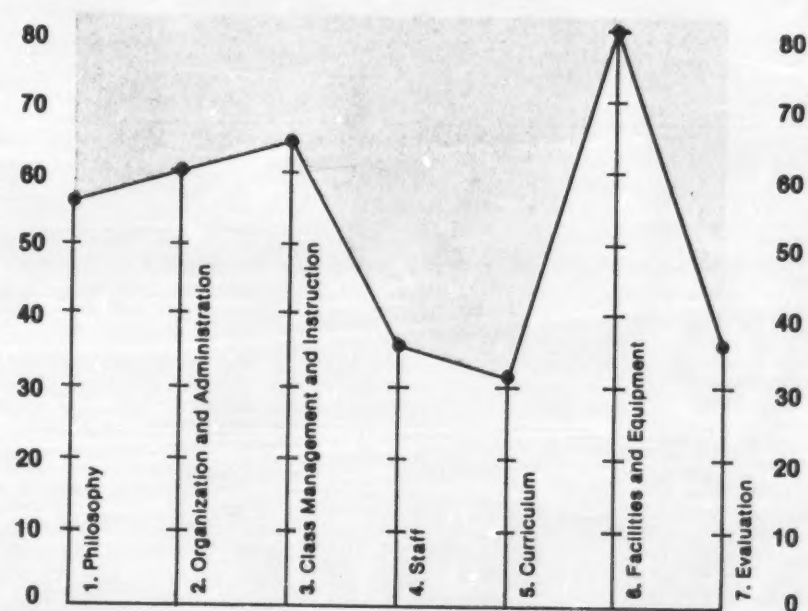
- | | | | | | |
|---|---|---|---|---|---|
| 1. There is a system for reporting pupil progress. | 4 | 3 | 2 | 1 | 0 |
| 2. A variety of tests and instruments is used to evaluate students formally and informally. | 4 | 3 | 2 | 1 | 0 |
| 3. Efforts are made to explain the system of evaluation and grading to students and parents. | 4 | 3 | 2 | 1 | 0 |
| 4. Parents are kept informed of students' progress and special needs. | 4 | 3 | 2 | 1 | 0 |
| 5. Regular parent-teacher conferences are scheduled. | 4 | 3 | 2 | 1 | 0 |
| 6. Parents are encouraged to visit the classroom. | 4 | 3 | 2 | 1 | 0 |
| 7. Parent and student conferences are initiated by teachers of social studies when necessary. | 4 | 3 | 2 | 1 | 0 |
| 8. Teachers meet with parents on request. | 4 | 3 | 2 | 1 | 0 |
| 9. The results of standardized tests and teacher-made appraisal measures are used to evaluate both pupil progress and the quality of instruction. | 4 | 3 | 2 | 1 | 0 |

Summary of Scores

	Possible Score	Self-Appraisal Score
1. Philosophy	56	_____
2. Organization and Administration	60	_____
3. Class Management and Instruction	64	_____
4. Staff	36	_____
5. Curriculum	32	_____
6. Facilities and Equipment	80	_____
7. Evaluation	36	_____
Totals	364	_____

Score Comparison Chart

The dots and connected line on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your school's elementary social studies program.



Summary of Needed Improvements

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

Acknowledgments

The Ohio Department of Education wishes to acknowledge the guidance and contributions of the following educators who served on the advisory task force for the preparation of this publication:

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Marietta City Schools

James R. Whiteman, Elementary Supervisor
Fulton County Schools

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Social Studies

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The checklist is organized into seven major categories which represent essential aspects of secondary social studies programs. While the organization of the program, extent of facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful to any school in surveying and assessing its existing program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The *Self-Appraisal Checklist for Social Studies in Ohio's Secondary Schools* contains 121 items. Each item represents a criterion against which a school's program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of school social studies programs. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read each statement carefully and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program. This extent is indicated by circling:

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When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to continuing efforts toward improving the quality of the secondary social studies program.

1. Philosophy

Possible score: 88 points

Self-appraisal score: _____ points

Circle appropriate response:

- 4 Strongly agree
- 3 Agree
- 2 Undecided
- 1 Disagree
- 0 Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. There exists and is available to all staff members a clear, written statement of the philosophy and principles upon which the K-12 social studies program is based. | 4 | 3 | 2 | 1 | 0 |
| 2. This philosophy reflects the values of a democratic society as evidenced by the intention to: | | | | | |
| a. Promote student recognition of individual worth. | 4 | 3 | 2 | 1 | 0 |
| b. Promote student understanding of the necessity for restraint on personal behavior. | 4 | 3 | 2 | 1 | 0 |
| c. Promote student understanding of and respect for authority symbols in society. | 4 | 3 | 2 | 1 | 0 |
| d. Foster student acceptance of the belief in the personal rights of each individual. | 4 | 3 | 2 | 1 | 0 |
| e. Promote student knowledge and use of the rules and processes by which social and political decisions are reached. | 4 | 3 | 2 | 1 | 0 |
| f. Promote student acceptance of responsibility for behavior. | 4 | 3 | 2 | 1 | 0 |
| 3. The social studies philosophy reflects the importance of knowledge as evidenced by the intention to: | | | | | |
| a. Promote a basic understanding of the cultural heritage and historical significance of the community, state, country, and world. | 4 | 3 | 2 | 1 | 0 |
| b. Foster student understanding of the history of the United States and the relationship between history and current conditions. | 4 | 3 | 2 | 1 | 0 |
| c. Foster student understanding of the fundamental principles of democratic government and the rights and responsibilities inherent therein. | 4 | 3 | 2 | 1 | 0 |
| d. Promote student awareness that human behavior and social behavior have social, psychological, economic, and political antecedents. | 4 | 3 | 2 | 1 | 0 |
| e. Foster student awareness of the significance of chronology from prehistoric time into the future. | 4 | 3 | 2 | 1 | 0 |
| f. Promote student understanding of the worldwide geographical and cultural differences that represent the human family. | 4 | 3 | 2 | 1 | 0 |

- g. Promote student understanding of the American economic system. 4 3 2 1 0
4. The social studies philosophy reflects the importance of skills as evidenced by the intention to:
- a. Develop student skills in locating and gathering information. 4 3 2 1 0
 - b. Develop student skills in problem-solving and critical thinking. 4 3 2 1 0
 - c. Develop student skills in analyzing and evaluating information. 4 3 2 1 0
 - d. Develop student skills in interpersonal relations and group participation. 4 3 2 1 0
 - e. Develop specific map and globe skills. 4 3 2 1 0
 - f. Develop student skills in time and spatial relationships. 4 3 2 1 0
5. The program enables students to examine the social processes in their everyday lives within the family, classroom, school, peer group, neighborhood, and community. 4 3 2 1 0
6. The social studies are designed to link the study of basic social problems to the development of citizenship skills. 4 3 2 1 0

2. Organization and Administration

Possible score: 72 points

Circle appropriate response:

Self-appraisal score: _____ points

4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

1. All social studies courses are scheduled for a minimum of 120 clock hours per year for one unit of credit, 60 clock hours for one-half unit of credit, and proportionate time requirements for other fractional units of credit. 4 3 2 1 0
2. All social studies classes meet at least two times each week. 4 3 2 1 0
3. The social studies program is based on sequential learnings derived from the course of study. 4 3 2 1 0
4. A locally developed curriculum guide is in use. 4 3 2 1 0
5. Lesson plans which reflect the objectives listed in the course of study are readily available. 4 3 2 1 0

6. Techniques, consistent with program objectives, have been developed to evaluate student progress and the effectiveness of the course of study. 4 3 2 1 0
7. The social studies program includes effective use of diagnostic and achievement testing. 4 3 2 1 0
8. Remediation, enrichment, and acceleration are provided as needed by students. 4 3 2 1 0
9. The social studies program relies upon effective instructional techniques as evidenced by:
- a. A variety of instructional techniques appropriate to instructional objectives. 4 3 2 1 0
 - b. Adjustment of instruction and materials to student needs, abilities, learning styles, and the objectives stated in the course of study. 4 3 2 1 0
 - c. A balance between teacher- and student-centered activities. 4 3 2 1 0
 - d. Provision of opportunities for creative work. 4 3 2 1 0
 - e. Encouragement of inquiry, problem-solving, and independent and critical thinking. 4 3 2 1 0
 - f. Student awareness of the relationship of out-of-school activities and current topics to social studies instruction. 4 3 2 1 0
10. The minimum quantitative social studies requirement for graduation is two units. The program is organized to encourage students to earn credit in social studies above the minimum. 4 3 2 1 0
11. Social studies instruction is planned within the framework of district, course, and grade level objectives. 4 3 2 1 0
12. All students have an opportunity to be involved in social studies education every year. 4 3 2 1 0
13. The organization of the social studies department and the responsibility of its members are clearly defined. 4 3 2 1 0

3. Class Management and Instruction

Possible score: 88 points

Circle appropriate response:

Self-appraisal score: _____ points

4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

1. Class sizes are kept to a minimum with no more than 30 students to a class. 4 3 2 1 0

- | | |
|--|-----------|
| 2. Students share in planning activities. | 4 3 2 1 0 |
| 3. Courses of study and curriculum guides provide for a range of reading ability among students, and contain suggestions to teachers for individualizing assignments. | 4 3 2 1 0 |
| 4. Specific provisions are made for extensive use of a variety of community resources. | 4 3 2 1 0 |
| 5. Opportunity is provided for students to practice the principles they have learned by assuming responsibility for democratic action in the conduct of school activities. | 4 3 2 1 0 |
| 6. Social studies teachers share responsibility for developing skills relating to: | |
| a. Reading. | 4 3 2 1 0 |
| b. Applying problem-solving and critical-thinking techniques to social and historical problems and issues. | 4 3 2 1 0 |
| c. Understanding time and chronology. | 4 3 2 1 0 |
| d. Acquiring information through reading, listening, and observing. | 4 3 2 1 0 |
| e. Communicating orally and in writing. | 4 3 2 1 0 |
| f. Interpreting pictures, charts, graphs, and tables. | 4 3 2 1 0 |
| g. Working with others. | 4 3 2 1 0 |
| h. Clarifying attitudes, beliefs, and values. | 4 3 2 1 0 |
| 7. Provision is made at each grade level and in each course to practice basic social studies skills. | 4 3 2 1 0 |
| 8. New developments in the teaching of social studies are reflected in the program. | 4 3 2 1 0 |
| 9. Individual instruction or appropriate classes are available to special and gifted students. | 4 3 2 1 0 |
| 10. Systematic efforts are made to involve students in identifying problems and issues and contributing ideas that lead to the revealing of relationships among concepts, principles, and generalizations. | 4 3 2 1 0 |
| 11. Students have the opportunity to review a variety of sources for data on topics under study. | 4 3 2 1 0 |
| 12. Assignments are varied according to the individual interests, needs, and abilities of students. | 4 3 2 1 0 |
| 13. Instruction is related to contemporary affairs as well as to historical perspective. | 4 3 2 1 0 |
| 14. Instructional activities relate work in social studies to work in other fields. | 4 3 2 1 0 |
| 15. Controversial issues are recognized and reflectively analyzed in an atmosphere of free inquiry. | 4 3 2 1 0 |

4. Staff

Possible score: 68 points

Self-appraisal score: _____ points

Circle appropriate response:

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | |
|--|-----------|
| 1. Properly certificated teachers are available for social studies instruction at all levels. | 4 3 2 1 0 |
| 2. Social studies staff members have intensive preparation in the subject or subjects they are teaching, including an understanding of the nature and the processes of inquiry peculiar to those subjects. | 4 3 2 1 0 |
| 3. Staff members have a comprehensive background in the social studies which includes an introduction to as broad a spectrum of history and the social sciences as is practicable. | 4 3 2 1 0 |
| 4. Staff members have preparation in the methods of teaching the social studies including the study of theories of teaching social studies, the preparation and evaluation of instructional objectives, instructional materials, teaching strategies, and evaluative procedures. | 4 3 2 1 0 |
| 5. The staff participates in the preparation of courses of study and in the selection of textbooks, reference and library materials, and other resources. | 4 3 2 1 0 |
| 6. Staff members participate regularly in the evaluation of the social studies curriculum, instructional materials, and teaching methods. | 4 3 2 1 0 |
| 7. Teachers follow a plan for personal and professional growth through: | |
| a. Reading. | 4 3 2 1 0 |
| b. Graduate work. | 4 3 2 1 0 |
| c. Workshops. | 4 3 2 1 0 |
| d. Conferences. | 4 3 2 1 0 |
| e. Professional social studies organizations. | 4 3 2 1 0 |
| 8. In the past year, staff members actively participated in organizations for social studies teachers. | 4 3 2 1 0 |
| 9. A designated individual with a social studies background serves the department as supervisor or chairperson. | 4 3 2 1 0 |
| 10. The school or school district has a definite, well-organized inservice education program which includes provisions for improving the quality of instruction in social studies classes. | 4 3 2 1 0 |

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|--|---|---|---|---|---|
| 11. Teachers of social studies share ideas, materials, and methods through formal and informal meetings. | 4 | 3 | 2 | 1 | 0 |
| 12. The school has a well-defined program for the periodic evaluation of teachers. | 4 | 3 | 2 | 1 | 0 |
| 13. The atmosphere within the department is conducive to the professional growth of its members. | 4 | 3 | 2 | 1 | 0 |

5. Curriculum

Possible score: 56 points

Circle appropriate response:

Self-appraisal score: _____ points

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | | | | | |
|--|---|---|---|---|---|
| 1. There is a current course of study for social studies prescribed by the board of education of the school district and approved by the State Board of Education. | 4 | 3 | 2 | 1 | 0 |
| 2. Stated objectives encompass not only the acquiring of knowledge but also the inquiry skills by which knowledge is acquired and used. | 4 | 3 | 2 | 1 | 0 |
| 3. The social studies curriculum is evaluated at regular intervals and revised accordingly. | 4 | 3 | 2 | 1 | 0 |
| 4. Teachers participate in decisions affecting determination of course content. | 4 | 3 | 2 | 1 | 0 |
| 5. Teachers from various grade levels and buildings plan together to develop a sequential program in social studies. | 4 | 3 | 2 | 1 | 0 |
| 6. Teachers of the same grade level plan together to develop the social studies program at that level. | 4 | 3 | 2 | 1 | 0 |
| 7. Concepts and principles for the various social studies are clearly stated for each of the courses and are made available to anyone interested. | 4 | 3 | 2 | 1 | 0 |
| 8. Study units, lesson plans, and instructional practices provide evidence that instruction is directed toward the learning of concepts and principles. | 4 | 3 | 2 | 1 | 0 |
| 9. The social studies program provides for the examination of the historical bases of social, political, and economic values. | 4 | 3 | 2 | 1 | 0 |
| 10. The responsibilities and duties as well as the rights of the individual are stressed. | 4 | 3 | 2 | 1 | 0 |
| 11. Courses stress in-depth study of major problems and concepts rather than a limited survey of many topics. | 4 | 3 | 2 | 1 | 0 |
| 12. The expectations of the community as well as the needs, interests, and abilities of pupils are considered in the structure of the social studies program. | 4 | 3 | 2 | 1 | 0 |

- | | | | | | |
|--|---|---|---|---|---|
| 13. Social studies instruction includes contributions of minorities, women, and the handicapped. | 4 | 3 | 2 | 1 | 0 |
| 14. The curricular/instructional program provides opportunities for students to reflectively examine personal and social values. | 4 | 3 | 2 | 1 | 0 |

6. Facilities and Equipment

Possible score: 60 points

Circle appropriate response:

Self-appraisal score: _____ points

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

- | | | | | | |
|---|---|---|---|---|---|
| 1. Social studies instructional space accommodates a variety of instructional activities. | 4 | 3 | 2 | 1 | 0 |
| 2. Extensive display areas, including bulletin boards and tables, are used effectively. | 4 | 3 | 2 | 1 | 0 |
| 3. Ample storage facilities are available for equipment and supplies. | 4 | 3 | 2 | 1 | 0 |
| 4. A wide and balanced range of reading material is available to students. | 4 | 3 | 2 | 1 | 0 |
| 5. The collection of print materials includes recent works from all the social science disciplines. | 4 | 3 | 2 | 1 | 0 |
| 6. The collection of print materials includes documents and other primary source materials. | 4 | 3 | 2 | 1 | 0 |
| 7. Instructional materials are selected to meet program objectives. | 4 | 3 | 2 | 1 | 0 |
| 8. Instructional materials provide for different levels of student ability and different cultural backgrounds. | 4 | 3 | 2 | 1 | 0 |
| 9. There is evidence that students and teachers are making use of a variety of instructional materials. | 4 | 3 | 2 | 1 | 0 |
| 10. A media center exists and has learning materials for social studies available to pupils, staff, parents, and the community. | 4 | 3 | 2 | 1 | 0 |
| 11. Sufficient audiovisual equipment is provided together with supporting media services. | 4 | 3 | 2 | 1 | 0 |
| 12. Television and video tapes are available and used in social studies instruction. | 4 | 3 | 2 | 1 | 0 |
| 13. The department maintains a readily available file of resource units and materials. | 4 | 3 | 2 | 1 | 0 |
| 14. Adequate provision is made for field trips and the use of resource people. | 4 | 3 | 2 | 1 | 0 |
| 15. A professional library of current publications and periodicals is accessible to teachers. | 4 | 3 | 2 | 1 | 0 |

7. Evaluation

Possible score: 52 points

Self-appraisal score: _____ points

Circle appropriate response:

- 4 Strongly agree
3 Agree
2 Undecided
1 Disagree
0 Strongly disagree

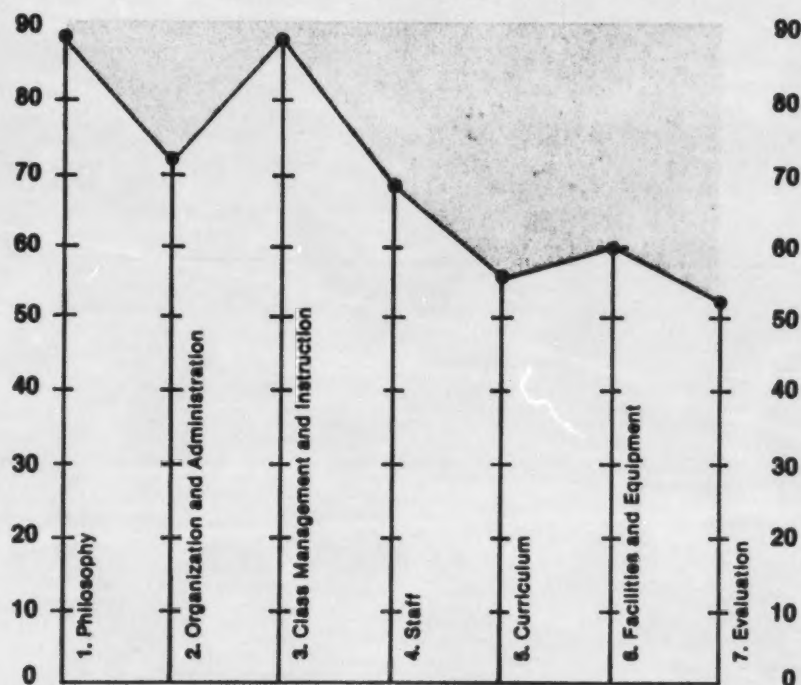
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|--|---|---|---|---|---|
| 1. Evaluation procedures are designed to measure student progress toward achieving the stated instructional objectives. | 4 | 3 | 2 | 1 | 0 |
| 2. A variety of evaluative procedures is used to measure student learning and program effectiveness. | 4 | 3 | 2 | 1 | 0 |
| 3. Evaluation is viewed as a process for assessing student learning. | 4 | 3 | 2 | 1 | 0 |
| 4. Students are made aware of basic evaluative criteria and procedures. | 4 | 3 | 2 | 1 | 0 |
| 5. Evaluation procedures measure various levels of student cognition such as knowledge, comprehension, application, analysis, synthesis, and evaluation. | 4 | 3 | 2 | 1 | 0 |
| 6. Appropriate measures are used to assess student progress in using social studies skills. | 4 | 3 | 2 | 1 | 0 |
| 7. Systematic efforts are made to measure student growth in the affective domain (i.e., the development of attitudes, values, and beliefs.) | 4 | 3 | 2 | 1 | 0 |
| 8. Teachers have the opportunity to share opinions and information about evaluative instruments and procedures with their colleagues. | 4 | 3 | 2 | 1 | 0 |
| 9. Teachers encourage students to participate in evaluating their programs and progress. | 4 | 3 | 2 | 1 | 0 |
| 10. Teachers use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly. | 4 | 3 | 2 | 1 | 0 |
| 11. The format used for reporting pupil progress reflects the instructional objectives of the program. | 4 | 3 | 2 | 1 | 0 |
| 12. Regular parent-teacher conferences are scheduled. | 4 | 3 | 2 | 1 | 0 |
| 13. Interim progress reports are systematically used to monitor both student achievement and program effectiveness. | 4 | 3 | 2 | 1 | 0 |

Summary of Scores

	Possible Score	Self-Appraisal Score
1. Philosophy	88	_____
2. Organization and Administration	72	_____
3. Class Management and Instruction	88	_____
4. Staff	68	_____
5. Curriculum	56	_____
6. Facilities and Equipment	60	_____
7. Evaluation	52	_____
Totals	484	_____

Score Comparison Chart

The dots and connected line on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your school's secondary social studies program.



Summary of Needed Improvements

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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